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**ANNUAL REPORT
OF
THE COLLEGE
OF CHARLESTON
TO THE
GENERAL ASSEMBLY**

July 1, 1980 to June 30, 1981



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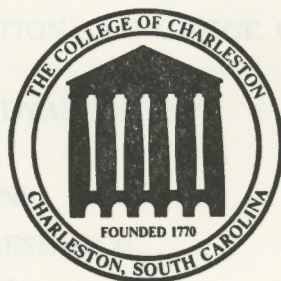
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PRINTED UNDER THE DIRECTION OF THE
STATE BUDGET AND CONTROL BOARD

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PUBLICATIONS

The following documents are publications of the College:

The College of Charleston *Bulletin* (the College course catalog)

The College of Charleston *Student Handbook*

The College of Charleston *Graduate Programs in Elementary Education and Marine Biology*

The College of Charleston *Evening School Program* (The Center)

The College of Charleston *Summer Program and Maymester*

The College of Charleston *Directory* (addresses and telephone numbers)

Student Publications: *The Comet* (yearbook), *The Meteor* (newspaper), *The Miscellany* (literary magazine)

The College of Charleston *Newsletter* (for the Alumni and Friends of the College)

Invitation to Excellence (general information pamphlet)

Speakers Bureau brochure

Options, Career Development

STATUTORY AUTHORITY

By Section 10 of Part III of an Act bearing Ratification No. 1050, enacted at the 1970 Session of the South Carolina General Assembly, approved by the Governor on April 2, 1970, the State of South Carolina acquired all property of the College of Charleston and assumed the operation of the College as a state supported institution of higher learning, its governing board to be the State College Board of Trustees, created by Act No. 353 of 1969 (Trustees).

THE BOARD OF TRUSTEES

The Board of Trustees of the College of Charleston is composed of sixteen members, appointed by the Governor of the State of South Carolina with the advice and consent of the South Carolina Senate. Each of the sixteen judicial districts of the State is represented by one member of the Board. The official title of the Board is the South Carolina State College Board of Trustees.

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Term Ending June 30, 1983

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HISTORY

Although founded in 1770, the College of Charleston began its corporate existence March 19, 1785, with classes beginning July 3, 1785. In 1794, the first degrees were conferred and in 1837, it formally became the first municipal college in the United States. The College of Charleston became a coeducational institution in 1918.

Rich in tradition and history, the College's graduates enjoy national prestige in countless areas of public life. Among its distinguished alumni, the College of Charleston lists such men of letters as James DeBow, Paul Hamilton Hayne, Ludwig Lewisohn, and Edward McCrady. Other alumni who have figured prominently in this country's political history include: Mendel J. Davis, U. S. Congressman; James B. Edwards, Governor of South Carolina and Secretary of Energy; John C. Fremont, explorer and Presidential Candidate; Joseph E. Jacobs, Ambassador; Burnet R. Maybank, Mayor of Charleston, Governor of South Carolina, and U. S. Senator; L. Mendel Rivers, U. S. Congressman; and Ferdinand A. Silex, Chief Forester of the United States.

Other alumni who have made indelible impressions in other fields of endeavor include: Frank Blair, network news commentator; Frances Ravenel Smythe Edmunds, Preservationist; William S. Gaud, Executive Vice-President of the International Finance Corporation; Dr. Webb E. Haymaker, Senior Scientist and Director, Life Sciences, NASA; Wendell M. Levi, Attorney, Author, Horticulturist and Ornithologist; Josephine S. Pinckney, Authoress; Edward L. Powers, Geneticist and Zoologist; Herbert R. Sass, Author; Paul E. Scherer, Theologian; Forsythe Sherfesse, Financial Advisor to the Chinese government and Forester; and Albert Simons, Architect and Author.

On July 1, 1970 the College of Charleston became part of the higher education system of the State of South Carolina and has entered into a new phase of history. As a state agency, the College has expanded and provided new majors and course offerings to better serve the students, the community, and the state. Its growth has been far more rapid than any experienced in the past.

Since becoming a state-supported college in 1970, the campus has grown from approximately 7 acres to currently over 45; the enrollment from 1,040 to 5,227; the faculty from 52 to 211; the course offerings from 300 to 1,013; and the staff from 72 to 400.

The College's accreditation was reaffirmed in 1975 by the Southern Association of Colleges and Schools. It is an equal opportunity institution.

PURPOSE

Until July 1, 1970, Charleston was without a state-supported, general purpose college open to students of both sexes. The purpose of the College of Charleston is to bring a varied and well balanced higher education program within the reach of all qualified students in the region and the state. Although every county in the state is represented in its student body, the great majority are from the commuting area. Its purpose as an institution is to provide an expanded range and quality of academic programs at a cost comparable to that of other state-supported colleges.

The program of the College will continue to be oriented to instruction in the Arts and Sciences on the undergraduate level. Post-graduate programs will be restricted to the Master's degree level and limited to carefully chosen and developed fields of local need. The College participates in graduate instruction as authorized by the Commission on Higher Education.

In the past, without the existence of a state-supported institution, 70% of the high school graduates of the local area terminated their formal education. It has been one of the purposes of the College to narrow and ultimately close the educational gap for Charleston and the low-country area. Recent figures indicate some success in this endeavor although the percentage of high school graduates who are able to attend a four-year senior institution is still higher elsewhere in the state.

The enrollment growth in the past 11 years provides a measure of the success in this massive undertaking. The continued status during this period as one of the fastest growing South Carolina senior colleges in a time when many colleges were dealing with decreases in enrollment indicates that the College still does not have all the facilities and resources necessary to serve all of the low-country citizens and the students enrolled.

At its bi-monthly meeting held in Florence, S. C. on Wednesday, January 16, 1974, the State College Board of Trustees approved the following *Statement of Purpose* for the College of Charleston:

"As a General Purpose College:

To provide a comprehensive program in the arts and sciences, and such complementary programs as education and business administration, leading to the baccalaureate degree for students

whose prior academic training and performance indicate the potential for success at the College of Charleston.

To provide programs leading to the Master's degree which are consistent with the geographical location and the resources of the College of Charleston and the needs of the state and the community.

To provide a comprehensive program of continuing education and cultural, social and recreational services for residents of the low-country and the state, insofar as these services are consistent with the College's primary academic purpose. To afford to the state and community the advantages and benefits of the professional expertise of its faculty to the extent feasible and appropriate to an institution of higher learning. To encourage research and insofar as possible to provide an environment within which faculty members may make a contribution to the search for knowledge."

Consistent with the aims of its mission statement, the College annually undergoes a goal-setting process, establishing goals and specific objectives for the upcoming year. This process involves the administration, the Departmental Chairpersons, the faculty and the staff. The goals and objectives for the academic year 1980-81 were as follows:

A. STRESSING THE PRIMACY OF QUALITY EDUCATION

1. by improving the quality and quantity of library holdings for both research and instructional support purposes
2. by renewing efforts to encourage improvement and innovation in teaching and exploring the possibilities for creating a teaching improvement center at the College
3. by promoting and implementing the Honors Program
4. by defining the M.A. Program in Fine Arts (1980-81)
5. by pursuing more outside funding for instructional programs and research, and publicizing successful faculty development projects
6. by defining a model student body profile, and involving the faculty in attaining profile goals over the next five years
7. by emphasizing the value of inter-disciplinary study, and by encouraging the development of programs like the proposed Humanities Center and interdisciplinary study grants
8. by re-vitalizing the Evening Program and its attendant student services

9. by designing better ways to evaluate teaching effectiveness and the performance of administrative staff
10. by encouraging departments to engage in long-range goal setting and planning, including periodic review and updating of published catalogue offerings
11. by exploring new approaches to study abroad, and ways to replicate the Kansai Gaidai exchange program
12. by expanding institutional research and evaluation efforts in areas such as ILP, Maymester, and Upward Bound
13. By expanding the internship program, MPA Internships, Coop-Exchange Programs, Student and Faculty Exchange and Internships, Local and State Government Internships
14. by developing special arts programs, summer institutes, conferences and meetings which will enrich the academic program at the College
15. by encouraging an increase in the number of students and faculty participating in tutorials, directed study, and independent study
16. by re-vitalizing the LRC functions, and implementing a film library.

B. STRESSING A MORE PERSONAL COLLEGE

1. by insisting that all employees of the College deal with students and the public in a responsive, energetic, and affirmative fashion
2. by improving campus communication, both within the student body and among faculty and staff
3. by continuing to expand the awareness on the part of faculty and staff of the College's concern for minority affairs and the need to recruit more minority faculty, staff, and students
4. by establishing a central location on campus for visitors' information and contact with the public
5. by improving student retention by providing special advising to students with academic difficulties and involving academic departments more closely in career counseling
6. by introducing a host family and peer advisor program for foreign students

C. STRESSING THE COMMUNITY SERVICE ROLE OF THE COLLEGE

1. by implementing "cluster" courses in Continuing Education, vocationally-targeted in accounting, marketing, and management
2. by improving relations with local high schools as a way of attracting their abler students
3. by exploring flexible approaches to course scheduling for Armed Services personnel, persons in transition, et al.
4. by improving the use of ETV and Cable TV for continuing education programs
5. by strengthening the non-credit Continuing Education offerings

D. STRESSING THE IMPROVEMENT OF THE MANAGEMENT AND FINANCIAL POSITION OF THE COLLEGE

1. by developing a systematic, participative budgetary process which will allocate resources in accordance with agreed-upon institutional objectives.

ACADEMIC AFFAIRS

Community Involvement

One of the major tests of an institution of higher learning, particularly an institution like the College of Charleston, is the extent to which its academic program reaches out to and benefits the community of which it is a part. The year 1980-81 was one which saw the College of Charleston's academic program more active in the community than ever before.

The College's Center for Continuing Education enjoyed the most successful year in its history, enrolling 4,500 Charleston area residents in a wide variety of credit and non-credit offerings. The Center's program of courses includes over 150 classes conducted in the evenings and on week-ends. In 1980-81, the Center embarked on an ambitious program to attract adult students to college as well as to provide them with academic, personal, and financial support after their enrollment.

Prior to the start of each semester, the Center published its own bulletin of information, *The Center*, which was received in over 30,000 homes in the Charleston area. *The Center* included information on all day and evening courses and 50 non-credit courses which the College offered. In addition, *The Center* featured articles

on personalities and happenings at the College, and important information about admission, registration, counseling, and financial aid.

To supplement this effort, a series of 'back to college' seminars were held prior to the beginning of each semester. College of Charleston faculty, staff, and administrators participated in this series of gatherings on such topics as career planning, financial aid, and a very popular "Discovery Night" which invited the public to come to campus and discover what the College has to offer. The success of these efforts is evident in the over 750 persons who attended and the 450 new students who enrolled in college credit classes in 1980-81.

To assist some members of the community in their decisions to 'plunge' into college work for the first time, the College of Charleston provided, through private funds, seventeen "Incentive" scholarships to persons with no previous college work. The result was grades well above average and in some instances sons and daughters joining parents in study.

Continuing Education was responsible for a large share of the College's 1980-81 community outreach, but not for all of it. Nearly every academic department played a role, and the result has been a fostering of even closer ties between the College of Charleston and the surrounding community.

Among the noteworthy areas of cooperation with the community were a series of "open houses" for area teachers sponsored by the languages and science departments; a physical science teachers' discussion group for area teachers, hosted by a member of the Physics Department; special courses for area teachers, such as the "Physical Geology for Middle-School Teachers," course funded by the National Science Foundation; a reception and workshop for area teachers of Advanced Placement courses; a secondary school "methods" course team-taught by College faculty at Charleston High School; a Language Transfer class taught at Burke High School; a series of language and cultural seminars held at the College for area teachers; and extensive College faculty participation in program design for the Memminger Elementary School.

In addition, the College of Charleston once again hosted the State Math Meet. The College faculty accompanied the state's winners to the National Math Meet in College Park, Maryland. The College organized and conducted a program on "Accelerated Learning" on the Peninsula in which advanced students, most of

whom were minorities, participated in College of Charleston classes in English and Mathematics. The College hosted the High School Option program, enabling seniors in local high schools to take a College class. Finally, the College of Charleston campus was the host and sponsor of the Trident Work Education Council.

Upward Bound students distinguished themselves during this current year. Competing in a General Electric-like bowl held between all programs within the State of South Carolina, the College of Charleston won first place. The same team in competition with the winners from all other southern states went on to win the "number II" position in Atlanta.

Off the campus, College personnel were actively involved in the community. The famed pianists, Delphin and Romain, artists-in-residence at the College, visited numerous high schools in the Charleston area for concerts and discussions with the students; College of Charleston students volunteered to train "peer counselors" at local high schools; and College fraternity members served as tutors to students in the local schools. In addition, faculty and staff participation in the College's Speaker's Bureau increased, providing local schools, civic groups, and other organizations with a wide variety of talks, lectures, and demonstrations.

The College of Charleston also hosted a Middle School Problem-Solving program, enabling 50-75 students to do problems and computer programming after school each week. The College Planetarium was visited and viewed by over 2,800 children during the year, and another 2,000 viewed at local high schools ("Star shows") provided by faculty members from the College's Physics Department. The portable planetarium was built for \$3,500.

In summary, the 1980-81 academic year had a strong community focus—a focus which we plan to sustain and expand in the years to come.

Faculty Development

In an area when college faculties, in this state and elsewhere, are relatively stable rather than growing rapidly, faculty development is more crucial than ever. Without the 'New Blood' of large numbers of new faculty, the continued development of existing faculty—in terms of intellectual growth, teaching improvement, personal development, and research—becomes essential to an institution's ability to remain alive and vibrant. The academic year 1980-81 was the College's most successful year to date in terms of faculty development at the College of Charleston.

The Lilly Grant program received a final external evaluation and was judged a notable success; the innovative use of "in-house" fellowships as new models of reward for faculty was initiated successfully on a trial basis; faculty recognition in the form of fellowships and individual awards rose sharply; and the variety of grants applied for and received were broadened. At the same time, prospects suggest 1) the need for new kinds of long term projects for teaching and program improvement internally, and 2) a difficult environment for grant-seeking nationally.

Especially noteworthy is the recognition received by several faculty members who succeeded in national competition for prestigious fellowships: Dr. Michael Finebrock was awarded a Fulbright Fellowship; Dr. Jill McGovern received one of thirty-five American Council of Education Internships to serve as assistant to the President of Johns Hopkins University; Drs. Diane Johnson and Lee Drago won coveted National Endowment of the Humanities grants for year-long studies (2 of 149 awarded nationally); Dr. Fred Watts was recognized by the National Science Foundation with a Professional Development Fellowship; Dr. Sam Hines became a Post-Doctoral Fellow at the Center for Bio-Politics.

In the area of grantsmanship the sum of \$1,256,234 was received during this past year with an additional sum of \$565,200 pending. This is a record high for annual outside funding secured by faculty members.

Programs

1980-81 was a year in which several new programs were solidified and defined at the College.

International Student Exchange Program. One of the most exciting new ventures at the College has been the participation in the International Student Exchange Program (ISEP). While contractual arrangements for ISEP were made last year, this was the year in which was selected the first contingent of ISEP students, and next year will be the first in which international students from this program will be on the campus. ISEP, coordinated by Georgetown University, permits students from participating American colleges and universities to study at participating overseas universities for the same costs they would incur if they had remained at home. Competition for spaces in this year's program was keen, and an ISEP selection committee, consisting of several faculty and administrators, one student, and the Director of International Studies, selected a group of ten students to participate in next year's pro-

gram. Several of these students have already been placed in universities in the fall. 1980-81 was also the first year of our exchange program with Kansai Gaidai University in Osaka, Japan, and three students recently returned from a fascinating experience studying in a Japanese University.

Model Organization of African Unity Meeting. In the first of what is expected to become an annual affair, five College of Charleston students (under the supervision of a member of the Political Science Department faculty) participated in the Model OAU meeting held in Washington, D. C., in April. The students prepared throughout the spring semester for their role in the meeting, and that exhaustive preparation was rewarded when the delegation was selected as one of three Outstanding Delegations from among the thirty delegations who participated.

Writing Laboratory. In a continuing effort to provide assistance and support to students who have problems with written communication, the College is continuing to provide a writing laboratory staffed by faculty members of the English Department. Referrals to the Laboratory are generated by student initiative, professors in classes, and the diagnostic testings of entering students. During the spring semester, the Laboratory Director visited some fifteen similar laboratories at various colleges and universities in order to gain insights as to how the College's laboratory director in the fall will supplement the efforts of the four faculty members and two student assistants who currently staff the laboratory. In 1980-81, 371 students made 1,924 visits to the Writing Laboratory.

Honors Program. After several years of planning, a special committee, under the direction of Dr. Rew Godow, initiated a new Honors Program. The thirty-one students enrolled have average SAT scores of 1,250 (verbal 626 and Math 624). For 1981-82 a total of 41 freshmen with average combined SAT scores of 1,264 were recruited, along with 15 rising sophomores whose grade point averages are 3.5 or better and whose combined SAT scores are about 1,200.

Courses offered in the Honors Program were Honors English, Honors Calculus with Mathematical Modeling, Honors Colloquium in Western Civilization, Honors Biology, Honors Chemistry, Honors Colloquium—Man in Society, Honors Colloquium—Elements of Human Culture, Economics Problems of the Eighties.

With the completion of the renovation of the Honors Center made possible by a gift to the College, there will be a significant

increase next year in Honors Program activities including seminars, discussion groups and speakers. Also, means of systematically evaluating the effects of the Honors Program on its students and on the College community will be defined.

Outcomes

In the final analysis the best measure of an academic program's strength is the success and development of its students and graduates. No accounting of the College of Charleston's graduates' whereabouts and activities is possible here, but several examples of student achievement highlight their accomplishments.

During 1980-81, three Rotary International Fellowships were awarded to South Carolina college students. These fellowships provide approximately \$10,000 each for a period of study in a host foreign country, and are awarded on the basis of academic achievement, character and leadership potential. All three Fellowships were awarded to College of Charleston students. Other College of Charleston students have been awarded graduate Fellowships for study at the University of Virginia, University of North Carolina at Chapel Hill, University of Rochester, University of Massachusetts, Columbia University, Washington State University, The College of William and Mary, New York University, the University of Pennsylvania, the University of Maryland, Temple University, Boston University, the University of Georgia, George Washington University, the University of Chicago, Emory University, the University of South Florida, Laval University of Quebec, Canada, Colorado State University, the University of South Carolina, North Carolina State University, Clemson University, Georgia Tech, the University of Texas at Austin, the University of Tennessee at Knoxville, Louisiana State University, Duke University, and the University of Delaware.

In addition to graduate study, over thirty members of the 1981 graduating class have been accepted by medical and dental schools, and a similar number have been accepted by law schools.

Further education, however, is not sought by all College of Charleston graduates. Many find themselves ready for immediate employment; some with local businesses and governments, others in more distant locations. Members of the class of 1981 currently find themselves employed with local companies and CPA firms, Charleston County and South Carolina state government, the United Way, local school districts, the *Charleston News and Courier*, and the Santee Cooper Power Company.

Other graduates have ventured further afield: one as head of the Virginia Arts Commission; one as Assistant Curator of the San Francisco Museum of Modern Art; one as an apprentice with the Circle-In-The-Square Theatre group in New York City; one as a contract researcher at Stanford University; one as a member of the traveling performance group, the Alpha Omega Players; several to service as commissioned officers in the U. S. Armed Services; several to careers as professional athletes and coaches; one to a position with a firm in Zurich, Switzerland; two to Washington as Presidential Management Interns; and several to positions with industries throughout the South and East.

In sum, the academic program at the College of Charleston has provided its students with the training and preparation necessary for success in further education, professional careers, business and industry, the arts, public service, and a whole range of career possibilities.

STUDENTS AFFAIRS

The Division of Student Affairs at the College of Charleston is dedicated to the facilitation of the social, physical, ethical and intellectual development of all students so that they may be responsible and effective men and women.

As educators, the student affairs staff works to create environments, provide experiences and teach skills which enable students to develop personal value systems, explore and build healthy interpersonal relationships, discover the responsibilities of community membership, realize their physical potential, and accept responsibility for their own development.

These goals are the basis for a student affairs curriculum which parallels and reinforces the academic curriculum. The Division recognizes that the purpose of a liberal arts education is best met when both the student affairs curriculum and the academic curriculum are strong.

Building on a foundation set in 1979-80, the Student Affairs Staff gave greater attention to personal growth and professional development in 1980-81. Using structured exercises on weekend retreats with other student affairs professionals from Charleston Consortium Schools, staff members studied theories of adult development and applied these to themselves and students. These activities have increased satisfaction with self and intensified commitment to career and students at the College of Charleston. Staff development programs will be continued in the future.

Financial Assistance and Veterans Affairs

The basic philosophy of the Financial Assistance Office is to provide the financial means needed by qualified students to attend the College of Charleston. Programs include federal financial aid through the Basic Educational Opportunity Grants, Supplemental Educational Opportunity Grants, the National Direct Student Loan and College Work-Study. Veterans benefits are available through the Veteran's Affairs Office. Scholarships are available from endowed funds provided by the College of Charleston Foundation. In addition, many students receive awards from outside organizations. Approximately 1,700 students were assisted through this office totalling over \$1.8 million in financial aid funds.

Student Health Services

The College of Charleston provides an on-campus Health Service to promote and maintain optimum health to students while attending the College. The service provides routine office care and the services of a physician and a nurse on a daily schedule at no charge to the student. A registered nurse is also available for evening and weekend emergencies.

Student Health Services also provides routine laboratory evaluation and dispenses medication for acute care.

During the year a total of 7,291 patient visits were made to the Student Health Office, an increase of 13%. This increase has improved the per visit cost of \$13.19 including laboratory examinations and medications. This is substantially better than private or any local public health delivery system can provide.

The physician staff was changed to three, with the third representing another medical subspecialty. This has given the office a broader base, reducing costly referral to outside sources.

Student Health Services continues to offer consultations with various college groups interested in health education and continues to maintain an emphasis on patient education with each health care visit.

Residence Halls

In the fall of 1980 the residence halls housed 1,463 students. This included temporary triples in the College Lodge. At the beginning of the Fall Semester 1980, residence hall occupancy level was over 100%. For the sixth consecutive year there were more students desiring space in the residence halls than the College had space in which to accommodate them. A waiting list exists.

The College furnishes a bed with a mattress (twin size beds), a chest of drawers, a desk and a chair.

Residence Hall Counselors and staff working with the Director of Residence Life plan and maintain an active residence hall program. In addition, they conduct periodic inspections of rooms for sanitary and safety conditions, unauthorized property, and damages to property in order to properly maintain College facilities and to help make dormitory life pleasant and conducive to study.

This year a representative from the maintenance department assisted the Residence Counselors with the room inspections. This proved to be very beneficial as maintenance problems were detected much earlier and dealt with before minor problems became major expense items.

There was extensive summer usage of the dormitories to house various groups, including Spoleto performers, Substance Abuse Workshop, Governor's School students, Upward Bound students, several smaller workshops and clinics, and regular Summer School students at the College.

Campus Minister

Under the leadership of the Campus Minister the program offered by the denominational chaplains has experienced good and constructive growth. The Religious Activities Council continues to meet regularly throughout the school year and sponsors a number of programs such as receptions for students and offering ministerial services to College students. The Campus Minister is concerned with (1) a ministry of care, (2) a ministry of counseling, and (3) the coordination of religious activities.

Counseling

The Counseling Center provides professional counseling services to students and occasionally to faculty and staff. The goal is to appropriately and effectively meet the needs of College clientele. Most students seeking counseling have personal concerns which include difficulty in interpersonal relationships, anxiety, depression, loneliness, inadequate self-concept, and lack of self-confidence. During 1980-81, 3,564 appointments were made for counseling. This number reflects individual and group counseling sessions. Other involvements included giving lectures in psychology, education, and physical education classrooms; holding workshops and lectures for groups on campus, some of which included the Panhellenic Council, Campus Crusade for Christ, and the swim team and

giving workshops and lectures for groups in the community, including the Florence Crittenton Home, the MUSC College of Nursing, St. Francis Xavier Hospital, Society of Multiple Sclerosis, and John Wesley Methodist Church. Members of the staff served on campus-wide committees such as Minority Recruitment and Retention Committee, the Adult Mental Health Project, and the Health Enrichment Week Committee; and committees in the community such as the Mayor's Committee for the Handicapped, and the Mid-Atlantic Appalachian Race Desegregation Steering Committee. A number of individual tests were administered this year. These included a variety of personality and interest tests, which were used in conjunction with individual and group counseling; the Miller Analogies test, which was used for admission into graduate programs; and the College Level Examinations, which were given for advanced placement and credit in college level courses. Other services this year included consultation with faculty and staff; supervision of graduate students doing a practicum in counseling; supervision of a student doing an independent study in Christian Counseling with three hours credit being given by the Psychology Department; and serving as advisor to the Student Union for Minority Affairs and to the campus Crusade for Christ organizations. Some research was also begun in the area of physical fitness and self concept.

The Counseling Center coordinates the Mentor Program which involves 100 faculty/staff mentors and approximately 1750 advisees. A Mentor Training Workshop was held during the fall semester for five weeks with ten faculty and staff participants. Prior to each semester, new students are advised by the mentors on minimum degree requirements, and are helped to select appropriate courses and prepare class schedules.

With a desire to continue to grow as individuals and professionals, the staff attended twenty-six conferences, workshops and lectures during the past year. Some of these were national conferences as well as local lectures given by professionals in the Charleston area. Three papers were presented at these meetings; two at national conferences and one at a regional conference.

The College Skills Laboratory

The College Skills Laboratory is an academic support program for College of Charleston students. The component parts of the CSL are the Reading/Study Skills, Writing, Mathematics, Physical Science Laboratories and a Tutoring Program. The goal of the

various labs is to provide developmental instruction and individualized tutoring to aid students in their academic endeavors.

The CSL is staffed by two professional reading and study skills instructors, four part-time writing instructors, one secretary, and thirty-six part-time student assistants and individual tutors.

The College Skills Lab assisted a total of 2,008 students, for a total of 5,123 contacts during the 1980-81 academic year. The Reading Study Skills Laboratory received 1,903 student visits; the Writing Laboratory—1,058 visits; the Physical Science Laboratory—118 visits; the Mathematics Laboratory—2,044 visits; and the tutoring program served approximately 47 students.

Career Development and Placement

Career Development and Placement was created in July 1976 to bring together the services in placement, cooperative education, experience learning, and career development.

The Office of Career Development was established to address the student's need to prepare for the workworld as well as establish the relevance of a liberal arts undergirding to that preparation. Objectives of the office are:

- to assist individuals in forming their career goals.
- to provide career counseling, experience learning opportunities, and job placement assistance.
- to join with community leaders in assisting students in their transition from education to work.

During this fifth year of operation, the Career Development Office has strengthened its existing programs, published a paper summarizing its work on skills implicit in liberal arts education, established a new volunteer service center, provided leadership for the consortium staff development project, and expanded its services to adult students.

A new service was established to assist students in finding part-time and summer jobs. A Job Developer hired through College Work Study federal funds generated nearly \$150,000 in salary to students between September and June.

A new Skills Transcript has been developed to record performance in various extracurricular activities and work settings. This will be a pilot program tested during the coming year, and made a part of the individual's credential file.

Each senior was invited by letter to establish a credential file, and 408 seniors completed that task during the year. Eighty campus

interviewers were scheduled during the year with 496 students interviewed. The office continues to provide job listings of all types of employment, including part-time and summer, as well as full-time positions. Three career-fests were held during the year, two in the fall and one in the spring, which provided assistance to students from personnel actually working in a variety of occupations. The office continues to participate in the Work-Education Council of Charleston and also to publish its newsletter entitled *Options*.

Student Activities

Student Organizations. Students are urged to become involved in the wide variety of student organizations at the College. Students have taken advantage of the opportunity to participate in activities that ranged from dramatics and music to debates, lectures and field trips.

The College had a total of 64 active groups on campus, as well as the Student Government Association.

Members of the faculty, appointed by the College administration, act as advisors to various groups. The Director of Student Activities is responsible for coordinating the scheduling of the activities of the organizations, providing advice and guidance on budgetary matters, and assisting all advisors and all groups in interpreting nonacademic College policy.

Stern Student Center. Two new programs for students were initiated this year by the Department of Student Activities and the Stern Student Center. The first was Health Enrichment Week—four days of seminars, lectures, films, demonstrations and special events relating to the physical, spiritual and emotional enrichment of students.

The second program was a legal assistance clinic. An attorney came to the College on a weekly basis to give students free advice concerning such matters as landlord-tenant problems and traffic tickets.

This year the Stern Student Center realized heavy usage by the campus community. There were 193 events in the ballroom and 1,555 events in the four meeting rooms.

College Union Board. This has been the first year for the College Union Board. This organization was created to plan programs for the social, cultural, educational and recreational needs of the campus community. Ninety-six programs were presented. These

included popular and fine arts films, dances, concerts, lectures, a hypnotist, a play, noon-time performances, and special events such as a giant ice cream sundae, coffee-tasting, and a World Series party.

The College Union Board also surveyed 2,000 students this spring to determine their preferences for student activities. This inventory will be of great aid in planning concerts, short courses, cultural events, lectures and trips for the upcoming year.

Student Government Association. Each student who enrolls at the College automatically becomes a member of the Student Government Association. The organization is based on mutual cooperation between students, faculty and administration. The Student Government Association is made up of a legislative council in which elected class representatives participate; an executive board composed of student body officers; and a judicial branch. Only the representatives of these three branches are voting members of the SGA. The Student Government Association promotes activities on campus and cooperates in building a better College.

Honorary Societies:

Omicron Delta Kappa
Phi Kappa Phi

Alpha Kappa Alpha
Alpha Delta Pi

Fraternities:

Interfraternity Council
Alpha Phi Omega
Alpha Tau Omega
Kappa Sigma
Pi Kappa Phi
Kappa Alpha Psi
Sigma Nu
Kappa Alpha
Omega Psi Phi
Sigma Alpha Epsilon
Alpha Phi Alpha

Student Publications:

Publications Board
The *Comet* (yearbook)
The *Meteor* (newspaper)
The *Miscellany*
(literary magazine)

Clubs and Organizations:

Accounting Association
A. S. P. A.
Ballet and Modern Dance
Club
Campus Crusade
Center Stage
Cheerleaders
Closophic Literary Society
Commuter Student
Association
Council for Exceptional
Children
Young Democrats

Sororities:

Panhellenic Council
Chi Omega
Delta Delta Delta
Phi Mu
Zeta Tau Alpha
Delta Sigma Theta

English Club
 Films Club
 French Club
 Geology Club
 Healthy R.E.S.P E.C.T.
 History Club
 International Club
 Jazz Ensemble
 Fine Arts Club
 Marketing Club
 National History Society
 Peer Mentor Association
 Philosophy Club
 Physics Club
 Pi Mu Epsilon

Political Science Club
 Pre-Law Society
 Pre-Medical Society
 Psi Chi
 Psychological Association
 Religious Activities Council
 College Republicans
 Ski Club
 Spanish Rap Circle
 State Student Legislature
 (SCSSL)
 Student Union for Minority
 Affairs
 Union Board
 Urban Studies

Athletics

The College of Charleston's Intercollegiate Athletic Department continues to grow with enthusiasm and success. Men have the opportunity to participate in basketball, soccer, tennis, sailing, and golf. The women participate in basketball, volleyball, tennis, swimming, and sailing.

The sailing and golf programs received cooperation from the Charleston Municipal Marina and Snee Farm Country Club, respectively. The on-campus tennis courts remain some of the finest in the area.

Construction is underway on the new Physical Education Center adjacent to the 1939 gymnasium. Scheduled for completion in mid-1982, the new facility will offer students opportunities for increased participation in physical education, athletics, intramurals, club sports and open recreation. These opportunities will be further enhanced when renovation of the present gymnasium is completed in the near future.

A source of immense pride for the College of Charleston is the new outdoor recreation facility at Remley's Point in Mount Pleasant. Opened in Fall, 1980, the facility has had wide usage by students, faculty and staff for intercollegiate competition, physical education, intramurals and open recreation. Additional phase work will offer opportunities for expanded programs.

ADMINISTRATIVE OPERATIONS: CAMPUS SERVICES

In addition to coordinating the general operation of the President's office and providing assistance to the President and the Board of Trustees, the Administration Division is responsible for several key operations and campus services.

Internal Auditor

The College conducts ongoing financial and management audits of all operations in every division of the agency. The purpose of these audits is to insure fiscal accountability and control as well as the most efficient use of each dollar received by the College from the State of South Carolina.

Personnel

As part of the office of the Vice President for Administration, the Personnel Division's responsibilities encompass the planning, administering and supervision of personnel programs including recruiting and record keeping for classified employees of the College. It performs all administrative employment functions for the faculty and special program personnel, formulates policies and procedures within the framework of the State Personnel Employment Directives, and insures compliance and conformity in all personnel matters. The Personnel Division maintains close liaison and coordinates all personnel matters with the State of South Carolina Personnel Division. The division coordinates the state-sponsored Blue Cross/Blue Shield Insurance Program for the College, as well as the Faculty and Administrative Staff Life Insurance Program.

Classified personnel employed as of June 30, 1981, totaled 308, which was a decrease of 3 classified employees during the year (311 on June 30, 1980).

Public Safety

The Public Safety Division currently has one Director, 18 Public Safety Officers, 13 Security Officers, 4 Dispatchers and one Clerk III assigned. The Public Safety Officers are required to attend the Criminal Justice Academy for 10 weeks of Basic Training. They are commissioned State Constables with the power of arrest, and they patrol the College of Charleston Campus 24 hours a day, 7 days a week. The Security Officers provide security coverage to four dormitories and the College Gymnasium area. The four Dispatchers monitor five closed circuit television cameras strategically located throughout the campus.

The Public Safety Division is responsible for the issuance of identification cards for all students, faculty and staff. It also maintains a current locator file on all students and employees for emergency situations. Public Safety also maintains the College Lost and Found.

Public Safety is constantly trying to make students and employees aware of crime prevention. This on-going program is accomplished by writing articles in the newspaper and talking to students concerning dormitory and personal security. This approach has apparently worked since the overall trend towards crime on campus has decreased, even though the College is located in a densely populated, metropolitan area.

Telephone Services

On April 23, 1978, the College converted its telephone system to the new state division of General Services-sponsored Centrex system. This system was installed to both expand the capacity of the College's telephone system, as well as to reduce the College's overall telephone costs. This system eliminates the requirement for the College to provide its own operator services, thus achieving for the College a direct cost savings in the amount of \$40,000 per year formerly spent for operators' salaries. The new automated electronic switching system (ESS) Centrex system, now used by most state agencies in the City of Charleston, provides one central operator service instead of one operator service at each major agency. Through use of the state division of General Services sponsored DAIN system for long distance calls, the College has been able to obtain its long distance telephone service at the most economical rates possible.

Printing and Duplicating

The College's Print Shop produced nearly all the College's printing needs during fiscal year 1980. The only work sent off campus for printing were the admissions bulletin, continuous computer forms, carbon snap-apart forms requiring numbering, the Pre-registration Bulletin, "The Center," and the student yearbook. The College Print Shop employs four full-time persons.

Mail Services

The College mail service employs four full-time staff members and five student assistants. It provides delivery of student mail within the student post office as well as intra-campus mail service and pick up and delivery of U. S. mail to all College facilities in-

cluding 60 offices. A courier service is operated between the main campus and the Grice Marine Lab at Fort Johnson. Fiscal year 1980 postage expenses amounted to approximately \$58,000.

AFFIRMATIVE ACTION PROGRAM AND OFFICE OF HUMAN RELATIONS

In compliance with Executive Order 11246 and amendments thereto, the College established an Affirmative Action Program. The Director of the Office of Human Relations serves as an Assistant to the President. The College's Affirmative Action Plan was approved by the South Carolina Human Affairs Commission in 1973. Reports are submitted to the Equal Employment Opportunity Commission, the Office for Civil Rights, Office of Federal Contract Compliance Programs, and other federal agencies as requested. Employment summaries are submitted bi-annually to the South Carolina Human Affairs Commission.

With the passage of the Education Amendments of 1972 which prohibit sex discrimination in any education program or activity receiving Federal financial assistance, and the Rehabilitation Act of 1973 which established a policy of non-discrimination for the handicapped, the Director of Human Relations was designated coordinator for activities under these laws.

The Office of Human Relations addresses itself to the educational and employment needs of individuals and groups affected by the above legislation. It assures complete access to the College for females, minorities, the handicapped, and Vietnam War Veterans. It identifies problem areas and recommends remedial or supportive activities to the President of the College and other persons in authority in order to establish equal opportunity for all persons.

It acts as a resource office for the special concerns of women, minorities, and the handicapped, and supports programs of interest to this constituency in the College community and on the local, state and national level.

INSTITUTIONAL ADVANCEMENT

The Institutional Advancement office coordinates and supervises efforts to promote and interpret the College of Charleston among its several constituencies and the general public. It assists other departments of the institution in identifying private and government agencies which offer funding for projects and programs. Its primary objective is to generate interest in and support for the College's mission of academic distinction.

The administrative staff is comprised of the Vice-President for Institutional Advancement, the Assistant Director of Institutional Advancement, the Foundation Manager, the Director of College Relations and the Coordinator of Special Events. All report to the Vice President of Institutional Advancement.

The Office of College Relations aims its efforts at keeping the public informed about the College and all the services available to the community and state. News feature stories are disseminated regularly to local, state and national news media. Efforts are made to ensure timely release of newsworthy material of specific interest to selected media. Internal publications inform faculty, staff and students of College-sponsored activities. The office also disseminates information to legislators in an effort to keep them informed about the College activities.

The College of Charleston Speakers Bureau serves the community and allows College faculty and staff to share their expertise with clubs, schools and civic organizations. A directory is distributed throughout the greater Charleston area, advising the public of possible program topics, speakers and contact procedures. All information services are performed by the Director of College Relations.

Arrangements, promotions and publicity for all special events are a part of the advancement function. Negotiations with performers, technical assistance, program accommodation, advertisement, ticket sales and other management requirements are the responsibility of the Coordinator of Special Events. The master calendar, scheduling the use of facilities for college and non-college organizations and the regular publication of calendars of events are assigned to the Special Events office.

The advancement staff continues to identify new support for the College, for its students, its faculty and its programs. This support is directly related to the academic direction of the institution and to its overall development. The staff maintains liaison with alumni, parents and other friends of the College, including business and industry in the Berkeley, Charleston and Dorchester area. It has established and continues to work with a Parents' Advisory Council and a College/Community Advisory Council.

Through its many functions, the advancement office monitors the success of the College's efforts and assesses the strengths and weaknesses of its program.

Admissions

Applications for the Fall Semester of 1980 showed 2,447 total applications, and in the Fall of 1980 a total of 1,503 new students were enrolled, compared with 1,420 new students in the Fall of 1979. Of the 2,447 students who applied for admission to the College, 2,016 were accepted, 325 were denied admission, and 106 withdrew their applications before admissions decisions were made.

The visitation of secondary schools in South Carolina continued to be extensive, and visitation of privately controlled schools was continued in good numbers.

The general characteristics ascribed to the 916 entering freshmen are as follows:

Average verbal and mathematical scores on the SAT were 469 and 489 respectively.

Eighty percent were from the upper half of their high school classes.

Sixty-two percent were in the top 30 percent of their classes.

Fifty-three students were graduated first or second in their senior class in secondary schools.

Seventy-four percent were from public secondary schools.

Forty-eight new freshmen had graduated from high school in three years.

369 were men (40%), and 547 were women (60%).

48% were from Charleston County, 42% from the rest of South Carolina, and the remainder were from 35 other states and foreign countries.

Approximately 7% were black. This is a qualified statement since many applicants do not provide us with race information prior to admission decisions made.

ALUMNI AFFAIRS

The Department of Alumni Affairs serves as the coordinating office between the College and its alumni. The department also works in close association with the College of Charleston Alumni Association.

The office staff maintains up-to-date cards, files and addressograph plates of alumni, including more than 6,150 living graduates.

The College of Charleston *Newsletter*, a magazine, is published three times during the year, and carries information about the College and its alumni to more than 7,600 persons on the department's

mailing list—including administrators, alumni, faculty, friends, staff and students.

Tour programs during the year provided opportunities to visit Greece, San Francisco/Hawaii, and Disney World.

The department assisted the College of Charleston Foundation with its second annual Charleston area alumni phonathon for contributions to the Annual Fund, and also assisted the Alumni Association with its membership and fund-raising activities.

Alumni were encouraged to return to the campus for Parents Weekend activities last October; for Founders Day activities in March; for Alumni College weekend in January; for Homecoming in January; for an annual meeting and reception in May; and for Commencement activities in December and May.

Special emphasis is placed on programs for class reunions, many of which are held during the spring Commencement weekend. Periodic gatherings of alumni, faculty, staff and students are held during the school year.

Area alumni meetings were held in Columbia, S. C.; Florence, S. C.; Greenwood, S. C.; Conway/Myrtle Beach, S. C.; Orangeburg, S. C.; and Washington, D. C.

INSTITUTIONAL RESEARCH

The Department of Institutional Research is responsible for institutional planning and research, campus computer operations, and the reporting of College Management Information to external agencies. The staff plans, programs and budgets the Five-Year Capital Improvement Program, providing long-range facility planning and coordination of architects and engineers in the development of construction plans and campus site development.

Physical Facilities

The College of Charleston's main campus comprises approximately ten city blocks bounded by Calhoun, St. Philip, Wentworth, and Coming Streets. The buildings consist of Harrison Randolph Hall (the administration building), Towell Library (the original library), Maybank Hall (classroom building), Library, Central Energy Facility, Bookstore, Science Center (First Increment), Education Center, Physicians Memorial Auditorium, Fine Arts Center, Stern Student Center, Cafeteria, Men's and Women's Residence Halls (1,318 permanent beds), President's Residence, Student Health Center, Early Childhood Development Center, 60

former residences converted to Faculty and Administrative offices, a gymnasium constructed in 1939 as a WPA project, Physical Plant Repair Shops and Warehouse. The College also operates an undergraduate marine science laboratory on James Island at Fort Johnson. Nine of the former residences are being leased from the College of Charleston Foundation for Faculty and Administrative offices until they can be budgeted through the Capital Improvement Program.

The College is located in Charleston's old and historic district. The zoning ordinance imposes strict regulations on use, construction, demolition and alteration within the district. Extensive demolition and site clearing for new construction are not possible, and restoration and maintenance of existing buildings, primarily former residences, is the law (city, state and national).

The College has renovated and converted over 80 buildings for College use, most of which are former private residences. Fifty-five of these buildings contain less than 5,000 sq. ft. Forty-six percent of the buildings are over 120 years old. This figure includes 8% which are over 170 years old. Seventy percent of our buildings are former residences.

This uniqueness carries with it great charm and beauty, but the distinction of the campus often obscures the problems which constantly beset the administrators who seek to effectively and efficiently operate and maintain our physical plant to serve our growing student body and mission.

The problems with the historic facilities are that they are not on the underground steam and chill water system, nor the centrally metered electrical distribution. Most are heated with natural gas directly from city service lines of SCE&G or oil fired heating system. Most of these buildings have not been insulated in the roof, the sides, and crawl space below the ground floors. None is equipped with storm windows. Energy costs for these types of facilities are very high relative to total square feet of standard facilities found at most other colleges and universities. These are fragile buildings, inaccessible to the physically handicapped, most of which are of wooden frame with ornate porches generally on each floor, the appearance of which must be maintained for historical purposes. They need to be upgraded to comply with electrical and plumbing code requirements. They also need to be equipped with central heating and air conditioning systems. Some have expensive slate or copper roofs. The interior and exterior walls of all these facilities need to be repaired and painted more often than the

usual facilities that are found at other colleges and universities. The multi-locations cause significantly more security problems, both with respect to personal safety as well as property security. Being in an urban area with a very high crime rate, we must operate and maintain a larger security force and associated equipment.

Recognizing the limitations of the physical facilities, a Master Physical Development Study was made and a Capital Improvement Plan published. The Plan provided for the expansion of the College academic facilities at its present location; the existing buildings to be brought to their maximum potential through rehabilitation and new buildings built for required academic and student facilities through a phased land acquisition program. The new facilities were constructed to make maximum use of the available land while enhancing the character of the existing campus and creating a learning atmosphere to support the educational, architectural and aesthetic appointments historically associated with the campus. The new designs complement the historic buildings in surface materials, facade design and size. Success in this endeavor has been acknowledged by the National Trust for Historic Preservation in the form of a "special award" for the preservation, restoration and expansion of the inner-city campus by not just preserving old buildings, but also the building of new structures "which are architecturally compatible with the old." The result "is an ambience that is at once traditional, modern and pleasing."

The College's efforts have been further recognized by the American Association of Nurserymen through their presentation to the College of Charleston of the National Landscape Award in recognition of the College's achievement in landscape and beautification; by an award of merit from the American Association for State and Local History; by a special award for area preservation from the Preservation Society of Charleston; and by the South Carolina Chapter of the American Institute of Architects who conferred the Recognition Award on the College of Charleston for an outstanding contribution to the urban environment with the revitalization and expansion of the Charleston campus. The College received its second design award by the South Carolina Chapter of the American Institute of Architects in March 1980, for the design of the Albert Simons Center for the Arts (Fine Arts Center).

Construction Program 1980-81

Education Center—This two-story, 52,000 square foot facility centralizes several student academic support programs in a handi-

capped accessible building. In addition to general-use classrooms and lecture halls, the facility houses the Continuing Education offices and meeting rooms, the College Skills Laboratories, and foreign language laboratories, the Computer Science Department and the Learning Resources Center. The project was completed in the spring of 1981.

New Residence Hall—Construction on this four-story, 333-bed dormitory began during the fiscal year and was completed in August 1980. The dormitory is configured in suites with either 2 or 3 beds to each bedroom and between 2 to 4 bedrooms per suite. Handicapped accessibility of the facility was included in design and construction.

Campus Development—This project is the continuation of efforts to provide a safe and attractive campus area for the College community. It has been accomplished in conjunction with the extension of underground fire, security, and utilities systems to College facilities south of the city street which bisects the campus. This work has allowed the placement of additional lighting along the main pedestrian areas heavily traveled by students as they pass to and from parking areas and residence halls to the dining hall, the library, the student center and the academic buildings. It has also involved alterations to assure the handicapped of accessibility to and mobility around this part of the campus.

Physical Education Center—Construction on this 70,000 sq. ft. facility began in September 1980. The facility will provide academic physical education classrooms and laboratory, racquetball courts and limited locker rooms. The new facility will be connected to the old athletic center which is slated to be renovated when construction on this project is completed. Completion is expected during the Spring of 1982.

Multi-Level Parking Garage—In cooperation with the City of Charleston, the College has under design a four-story parking garage for 513 cars. The agreement calls for the city to provide on a 99-year lease basis the land which it owns and uses for surface parking for 126 cars. The College would provide the construction funds—1.9 million in Capital Improvement Bonds and \$1 million in revenue bonds. The City will manage the garage, and when the revenue bonds are paid off, the partners would split on the basis of total cost (the city's basis being the assessed value of the land—\$500,000). Construction is expected to begin in September 1981.

Computer Services

During 1980-81, Computer Services increased its staff from eleven (11) to twelve (12). The new position was established to provide for a night shift computer operator. The position has helped to meet schedules and deadlines and to provide needed reports on a more timely basis.

Computer Services experienced a 25% turnover rate and once again has had to sacrifice production to staff and train new personnel. It has been difficult to attract qualified applicants to fill the vacant positions.

Major projects completed last year include the redesign of the Textbook System, major redesign of our Student Fees System, and Travel System.

Work was begun on a new Payroll/Personnel System (Personnel portion scheduled to be completed by 1/1/82), Professor Evaluation System, Alumni/Development System, and the required interface to the Statewide Accounting and Reporting System. These projects are all scheduled to be completed by June 30, 1982, with the exception of Payroll, which is scheduled for 1/1/83.

BUSINESS AFFAIRS

Accounting

The Controller's Office of the College is responsible for the recording and reporting of all data pertaining to the financial activity of the institution. A governmental fund accounting system is utilized to ensure observance of restrictions and budgetary limitations on all resources available to the College. Financial Aid, General Accounting, Accounts Payable and Payroll are among the services provided by the Controller's Office. The automated accounting system is designed to provide accurate and timely financial information to the State of South Carolina, the agency President, Vice-Presidents, Department Heads, and various audit groups and individuals.

Purchasing

Centralized purchasing and its related functions are conducted under an Assistant Vice President. Purchase transactions have remained fairly constant this year at the 6000 level. Due to consolidation of requirements and increased processing through the State Purchasing Office, each transaction requires a great deal more processing time, thus the overall workload has increased. Outfitting of major buildings and equipment replacement have further taxed our two full-time buyers.

The Central Stores Branch provides immediate availability and consolidated buying advantages for some 500 high-use, general purpose items. Issues of \$142,000 have been made while maintaining an inventory of only \$93,000 or a stock turn of 1.5 times.

Some 90% of all purchase action receipts are documented through the Central Receiving Branch, thus strengthening control over material acquisitions and assuring tighter control over the invoice payment certification process.

Acquisition, redistribution and inventory of 16,800 items of portable plant property valued at \$5,000,000 are facilitated by use of a computerized Plant Property Inventory System. The addition of financial reconciliation for fiscal year '81 and the assignment of physical inventory responsibility to Department Chairpersons/ Heads has strengthened the fiscal and custody control exercised over portable, highly pilferable Plant Property. Compared to dollar return, significant administrative effort is expended in disposing of surplus and scrap state property under the existing disposal process.

Support Services

Plant operation and maintenance costs for 1980—1981 totalled \$2,984,479. The Men's Residence Hall was completed in August and occupied at the start of the Fall Semester. The Education Center was completed in November and occupied during the Spring Semester. Support of these new buildings by the Central Energy Plant for heating, cooling, and electricity resulted in increased utility costs. The installation of the Central Energy boiler stack economizers was completed in May and should provide more economical plant operations.

During the past year, extensive exterior and structural repairs were completed on 12 restored frame houses used as student dormitories and faculty offices, in addition to normal maintenance and repair work. The East Cooper Athletic Field has been completed and was utilized during the school year for student athletic and recreational purposes.

Extensive repairs were required on the underground electrical, steam and chilled water systems supporting the campus. It is expected that a continuing program of systematic replacement of sections of these systems will be required to maintain a satisfactory level of reliability.

The acquisition of additional buildings and facilities in addition to the required upgrading of the older buildings and the underground service system have significantly increased the workload of the entire Support Services Division, particularly the Physical

Plant and Grounds Department. One hundred and twenty-eight personnel are assigned to these departments: Physical Plant—44, Grounds—9, Custodial—73, Motor Pool—2.

Motor Pool

The Motor Pool is operated as a division of the Physical Plant and totals 33 vehicles. Fifteen vehicles are assigned for general use, 13 assigned to the Maintenance Department, 3 for Public Safety, 1 for Mail Service, and 1 for Central Receiving. Three electric vehicles were purchased this year for on-campus use by the Physical Plant Trouble Call crew and the Print Shop. Those electric vehicles have proved extremely useful and economical.

Auxiliary Enterprises

Auxiliary Enterprises encompasses the managerial and operational responsibilities of the Bookstore, Campus Shop, Snack Bar, Cafeteria, Vending Machines, and the business management function for all residence halls and sorority, fraternity and faculty housing. These areas of operations are financially self-supporting.

Snack Bar

The Snack Bar provides students, faculty, and staff with a convenient self-service, fast food operation and general meeting place. It is operated by a contractor, ARA Services.

Cafeteria

The Cafeteria is also operated by ARA Services. Daily meals are prepared and catering for special functions on and off campus is available. The Cafeteria also provides daily luncheon meals for the College of Charleston Club and the Early Childhood Development Center.

Student and Faculty Housing

This year the College of Charleston housed 1,563 students in 34 permanent and 15 temporary facilities. Last Fall a new residence hall at the corner of Wentworth and Coming Streets was opened which houses 333 students. A wide variety of living quarters ranging from conventional dormitory multi-story housing to houses much like one would find in any home in the City of Charleston are available. Nine houses owned by the College are leased to members of the faculty and staff.

Bookstore and Campus Shop

The sales volume of textbooks and other merchandise has increased somewhat, keeping apace with the overall inflation rate. Total sales in the Bookstore and Campus Shop were \$826,128.

FINANCIAL REPORT

FISCAL YEAR ENDING JUNE 30, 1981

Operating Funds:

Educational and General Revenue

State Appropriation	\$11,258,041
Student Fees	3,345,082
Other Revenue	280,943
Balance June 30, 1979	\$612,375
Balance June 30, 1980	710,196
	(97,821)

Total Educational and General Revenue	\$14,786,245
Auxiliary Enterprises (net expended)	2,529,506
Student Aid (net expended)	1,433,675
Student Activities (net expended)	193,775
Sponsored Instructional and Research (net expended)	1,129,286

Total Operating Revenues \$20,072,487

Expenditures:

Educational and General

Instruction	\$ 7,905,227
Research	43,685
Academic Support and Library	907,787
Student Services	839,373
Institutional Support	2,105,694
Operation and Maintenance	2,984,479

Total Educational and General	\$14,786,245
Auxiliary Enterprises	2,529,506
Student Aid	1,433,675
Student Activities	193,775
Sponsored Instructional and Research	1,129,286

Total Operating Expenses \$20,072,487

Capital Improvement Expenditures \$ 3,953,916

STATISTICS

	<i>Fall</i> 1978	<i>Fall</i> 1979	<i>Fall</i> 1980
Total Enrollment			
Head Count	5,164	5,033	5,227
Full Time Equivalent (based on 15 credit hours for undergraduate and 12 credit hours for graduate students)	4,156	4,055	4,214
Percent Increase/(Decrease) in Head Count	-0.6%	-2.5%	+3.9%
Percent Increase/(Decrease) in FTE	-2.5%	-2.4%	+3.9%
Enrollment by Type of Student			
Degree Candidates	3,899	3,844	4,005
Nursing	234	169	89
Allied Health	7	20	2
Evening	664	581	633
Community Service	131	97	138
Graduate	229	322	360
Enrollment by Class			
Freshmen	1,400	1,415	1,444
Sophomores	1,174	1,121	1,156
Juniors	662	675	667
Seniors	663	633	738
Graduate	229	322	360
Others	1,036	867	862
Enrollment by Sex			
Male: Part Time	512	471	524
Full Time	1,513	1,425	1,508
Total	2,025	1,896	2,032
Female: Part Time	1,023	1,012	1,043
Full Time	2,116	2,125	2,152
Total	3,139	3,137	3,195
Female as a Percent of Total Head Count ..	60%	62%	61%
Male as a Percent of Total Head Count ..	40%	38%	39%
Student Characteristics			
Full Time: White	3,460	3,376	3,466
Black	169	174	194
Part Time: White	1,439	1,377	1,429
Black	96	106	138
State Residents	4,923	4,779	4,933
Out-of-State or Nonresidents	241	254	294
State Residents as a Percent of Head Count	95%	95%	94%
Faculty Characteristics			
Professors	22	25	24
Associate Professors	66	82	90
Assistant Professors	85	78	67
Other	22	26	23
Percent with terminal degrees	75%	84%	81%
Course Offerings	949	966	1,013
Credit Hours Generated	62,089	60,467	62,848
Average Weekly Scheduled Teaching Hours	14.01	13.2	13.6
Average Class Size	27.7	25.9	26.7

	Fall 1978	Fall 1979	Fall 1980
Total Enrollment			
FTE Students to FTE Faculty Ratio			
FTE Student	4,156	4,055	4,214
FTE Faculty	195.66	217.08	210.23
Ratio	21.2:1	18.7:1	20.0:1

Average Salaries of Instructional Faculty

Professor	\$21,471	\$23,295	\$25,722
Associate Professor	\$18,507	\$20,755	\$22,438
Assistant Professor	\$16,069	\$17,479	\$18,363